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ABSTRACT

This booklet describes the role and activities of the steering committee and its subcommittees during the survey phase and planning phase of a new Lutheran high school. All the steps that are to be taken in determining the feasibility of starting a new Lutheran high school in the community are outlined. Other information includes a job description for the steering committee and five subcommittees, a sequential list of each major activity and its subpoints, suggestions of whom to involve, suggested communication procedures, sources of information, and references to other materials that are available. The booklet also defines the interrelationship between the subcommittees, steering committee, and the church structure. (Author/MLF)

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PLANNING FOR LUTHERAN HIGH SCHOOLS

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Steering Committee Handbook

Part One — Organization and Guidelines

Part Two — Subcommittees

EA 011 474

Lutheran schools in America are flourishing. This is particularly true of Lutheran secondary schools.

Many Lutheran communities are currently conducting feasibility studies to the end that they too might have a Lutheran high school for their young people. The need for materials to help Lutheran communities conduct feasibility studies and make responsible educational decisions has become quite urgent.

Through the coordinating efforts and generous financial help of the Aid Association of Lutherans, representatives of the education offices and high school associations of the Wisconsin Evangelical Lutheran Synod and The Lutheran Church-Missouri Synod have combined their efforts in the development of the *Planning for Lutheran High Schools* materials.

The *Planning for Lutheran High Schools* resources have been designed to aid Lutheran communities assess the feasibility of a high school for their young people and make plans and responsible decisions for the establishment of a school. Resource materials are also designed to assist existing schools in their ongoing operation. Consultants, experienced in the administration of Lutheran secondary education, are available to help communities use these materials. Arrangements for consultants should be made through the respective synodical education office.

The work of the following educators is herewith gratefully acknowledged: Project Director: Martin Wessler; Consultants: Neal Meitler, Al Senske; Contributors: Edward Bertram, Ray Halm, Carl Kahlfeldt, Robert Krause, Victor Peper, David Rohde, Marlin Schulz, Robert Storm, Robert Voss, Richard Wallace.

These materials are dedicated to the glory of God for the extension of Lutheran secondary education.

STEERING COMMITTEE HANDBOOK

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PREFACE

This booklet describes the role and activities of the Steering Committee and its subcommittees during the survey phase and planning phase of a new Lutheran high school.

The booklet outlines all of the steps which are to be taken in determining the feasibility of starting a new Lutheran high school in the community. The Steering Committee's activities will result in a recommendation to the Assembly of Congregational Representatives who will decide to open or not open a new high school. If a decision is made to start a high school, a Board of Directors (School Board) should be established.

In this booklet, frequent reference is made to the PLANNING CHART (H02). Individuals with copies of this booklet should also have a PLANNING CHART. On the PLANNING CHART, the steps involved in studying and opening of a new high school are described in five phases:

PHASE I	EXPLORATION PHASE
PHASE II	SURVEY PHASE
PHASE III	PLANNING PHASE
PHASE IV	IMPLEMENTATION PHASE
PHASE V	OPERATING PHASE

Phase I activities are outlined in another booklet entitled, "Planning for Lutheran High Schools - Guidelines for Getting Started" (H01). Phases II and III are the responsibility of the Steering Committee and are described in this booklet (H03). Phases IV and V are described in another booklet entitled, "Board of Directors Handbook" (H04).

Before proceeding with the steps outlined in this handbook, review Document H01 to be sure that Exploration Phase activities, steps 1 through 7, have been satisfactorily completed.

INTRODUCTION

You have been selected to represent your community in assessing the need for a Lutheran high school. This Steering Committee has the responsibility for making recommendations which will affect the lives of young people, and which will require commitment from parents and those who must provide financial support. Your community is to be commended for considering this ministry for young people. However, your community should start a new high school only if there is sufficient student potential, financial strength, and commitment to the development of this program. The Steering Committee has the responsibility of insuring that planning and decision making are done in a responsible manner and that resulting decisions represent the will and commitment of your Lutheran community.

The Steering Committee has been given the following specific objectives by the congregational representatives who were responsible for establishing this Committee:

1. To gather data.
2. To make realistic assessments of this data.
3. To make decisions in their proper sequence and in a systematic way.
4. To be willing to step forward in faith and be courageous in making recommendations.
5. To make "GO or NO GO" recommendations to the Assembly of Congregational Representatives at the conclusion of Phase II and Phase III.

This booklet has been prepared to make your job easier and to save substantial amounts of time. Its purpose is to provide guidelines for the Steering Committee and for each of its subcommittees as they undertake the numerous tasks of analysis and planning. The guidelines provided in this booklet were developed from the experiences of numerous communities which have undertaken the planning of a Lutheran high school. These recommendations result from successful experiences as well as from failures in other communities. The guidelines will help you to avoid many of the mistakes which have been made elsewhere and will insure an orderly process of decision making.

During the Exploration Phase, a secondary school consultant was probably identified to assist your community in this planning effort. If a consultant has not been identified, the first action of the Steering Committee should be to seek help from the Synod's Education Office for the selection and retention of an experienced consultant. Failure of similar planning programs in other communities can often be traced to the absence of professional assistance.

This booklet contains a job description for the Steering Committee and five subcommittees, sequential list of each major activity and its subpoints, suggestions of whom to involve, suggested communication procedures, sources of information, and references to other materials which are available. The booklet also defines the interrelationship between the subcommittees, Steering Committee, and the Assembly of Congregational Representatives.

Although this booklet is intended to be very comprehensive, it is not possible to answer all questions in a single document. Many additional materials are available through the Synod's Education Office. These materials and suggestions for their use are referred to throughout the text of this handbook.

PART ONE — ORGANIZATION AND GUIDELINES

A. INITIAL ORGANIZATION ACTIVITIES

The following sequence of steps are suggested in launching the activities of the Steering Committee. Subsequent sections of this report will present the detailed tasks of the Steering Committee and its subcommittees.

1. Study the content of this entire document before selecting officers or appointing subcommittees. This document provides guidelines for establishing subcommittees and selecting personnel which will insure that qualified individuals are selected for each task and that tasks are understood prior to the establishment of subcommittees.

2. Select Steering Committee Officers: President, vice-president, secretary and treasurer. These four individuals will serve as the Executive Board for the Steering Committee.

3. Select Chairmen for the five subcommittees. These Chairmen should be selected from the membership of the Steering Committee.

4. Appoint the remaining members of the Steering Committee to the subcommittees. Make every effort to assign people to subcommittees who are qualified and interested in the assignment.

5. Choose additional individuals from outside of the Steering Committee to complete the membership of each subcommittee. These individuals should be hand-picked based upon their commitment to the subcommittee's activities and the specific skills which they can bring to the assignment. The Steering Committee should ratify the appointment of these additional members to each subcommittee.

6. Establish a realistic and yet optimistic target date for starting the potential school. This date will become the point of reference for all other planning activities.

7. Establish target dates for completing Phase II and Phase III of the project. These target dates should be based on tentative schedules provided by each subcommittee, the overall needs and wishes of the community, and the target date set for opening the school.

8. Schedule meetings for each subcommittee. After reviewing their job description and the high school Planning Chart, each subcommittee should develop a tentative timetable for the accomplishment of their assignment under Phase II. This timetable should be compatible with the Steering Committee's target date. Each item in subcommittees' job descriptions should be assigned a completion date.

9. Direct the Steering Committee treasurer to establish a checking account and bookkeeping procedures.

B. STRUCTURE OF THE STEERING COMMITTEE

The membership of the Steering Committee should include approximately 15 people: 3 teachers, 3 pastors and 9 lay people.

It is suggested that the officers of the Steering Committee serve as an Executive Board. These individuals will be the chairman, vice-chairman, secretary and treasurer.

Their responsibilities as an Executive Board should include the following:

1. Schedule Steering Committee meetings and meetings of the congregational representatives.

2. Plan Steering Committee agendas.

3. Carry out specific directives of the Steering Committee.

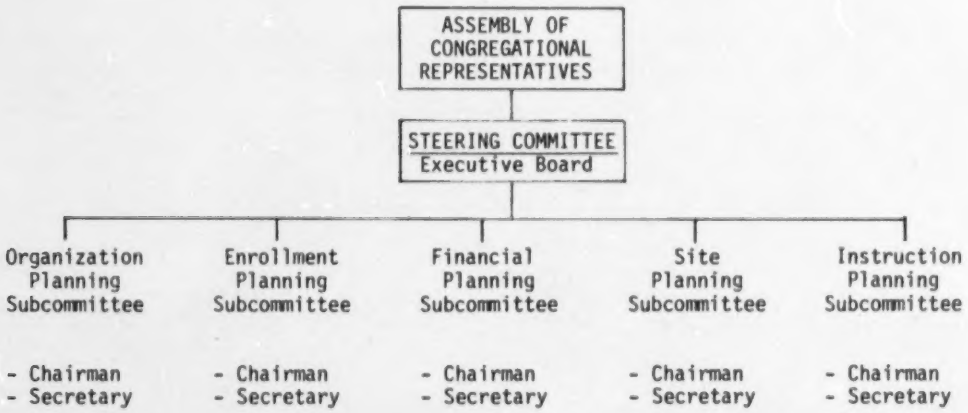
4. Communicate progress of the project to pastors and to others in the community. Refer to Document H01 which outlines tips for communicating committee activities in the section "Helpful Hints".

5. Keep records of all activities for the project.

6. Perform other duties outlined in this handbook on page 5, "Assignment and Guidelines for the Executive Board".

The following organization chart is recommended for the Steering Committee:

ORGANIZATION CHART



C. OFFICERS OF THE STEERING COMMITTEE

The selection of officers should not be a popularity contest. Individuals should be selected who are committed to the careful investigation of the proposed high school and who are also committed to Christian high school education and its potential to the community. These individuals must be prepared to spend substantial amounts of time during Phase II and Phase III of this study.

Individual officers should possess the characteristics described below:

1. Chairman:

   a. should be a pace-setter for the Committee.
   b. should be able to motivate people.
   c. should be a positive person with an interest in the potential high school.
   d. should have stature in the community.
   e. should be able to draw the good will of individuals in the community.
   f. should have credibility with pastors and congregational leaders.
   g. should have organizational skills.

   This individual should not be a member of any subcommittee.

2. Vice-Chairman:

   a. should be capable of serving in the absence of the Chairman.
   b. should be capable of assuming numerous special assignments as directed by the Chairman and the Steering Committee.
   c. should be capable of assuming the responsibility for public relations and communications for the Steering Committee. In other words, coordinate all communication activities of the Steering Committee and its subcommittees during the life of the project.

3. Secretary:

   a. should be capable of preparing minutes for all meetings.
   b. should be able to coordinate the minutes of subcommittee meetings.
   c. should be capable of handling all correspondence for the Steering Committee.
   d. should have access to duplicating equipment.
   e. should be capable of maintaining a complete set of files for all information compiled during Phases II and III.

   It is suggested that this individual not be a member of any subcommittee.

4. Treasurer:

   a. should be experienced in bookkeeping.
   b. should be competent in fiscal matters.
   c. should be capable of establishing a reputation for fiscal responsibility at the outset of the project.
   d. should be a member of the Financial Planning Subcommittee.
   e. should participate in the identification and collection of funds needed by the Steering Committee during Phases II and III.

D. STRUCTURE OF SUBCOMMITTEES

Subcommittees should have 3 to 7 permanent committee members. This will require the addition of members from outside of the Steering Committee. Members should have an interest in the activities of their subcommittee and should possess the skills needed for the task to be undertaken by their group. These subcommittees are working groups which must conduct research and make recommendations within the time constraints established by the Steering Committee.

Detailed information describing organization and guidelines for each subcommittee is contained in this handbook under Part II - Subcommittees.

E. FREQUENCY OF MEETINGS

1. Steering Committee Meetings - The Steering Committee should meet at least monthly and should establish an advance schedule of meetings. Special meetings should be called as needed.

2. Executive Board of the Steering Committee - This group should meet prior to Steering Committee meetings and congregational representative meetings to insure well planned agendas. Other meetings should be scheduled as often as necessary.

3. Subcommittee Meetings - Each group should establish a schedule of meetings which insures completion of their specific assignments on schedule.

4. Assembly of Congregational Representatives - Congregational representatives should be convened at the completion of Phases II and III when "GO or NO-GO" decisions are to be made. However, this group should be convened at least once every three months and given a status report on the project. Meeting dates should be set well in advance and publicized. Congregations will be interested and will want to be informed of Steering Committee activities. Their good will and support depends on adequate information, courageous leadership, and their involvement in decision making.

5. Meetings with Pastors and Principals - Pastors are the spiritual leaders of their parish and need to be informed at all times. They, along with their elementary school principals, should be convened often for purposes of sharing information and getting their wise counsel. They should also be invited to participate in other meetings during the course of the project. In addition to taking part in meetings, pastors and principals should receive written progress reports.

F. ACCOUNTABILITY OF THE STEERING COMMITTEE

The Steering Committee is accountable to the Assembly of Congregational Representatives. The Committee has the responsibility for making recommendations. It is not a decision making group since this responsibility has been reserved for the congregational representatives. If the Steering Committee has responsibly gathered data and presented recommendations, it can be assured that its recommendations will significantly influence the final decisions of the congregational representatives.

G. COMMUNICATIONS RESPONSIBILITIES

In addition to communicating personally with key people, the Steering Committee will want to assign to an individual the responsibility for communicating the progress of the Steering Committee on a regular basis. Special newsletters should be sent to key people, congregations, pastors, elementary school principals and the press. Bulletin inserts and announcements can also be prepared to keep congregation members informed.

Much of the success of this project will depend on communications between the planning committees and the congregations which will be asked to support the high school program. If this communication program has been comprehensive and honest, people in the community can make intelligent decisions about the future high school program.

H. RECORD KEEPING

Subcommittees should prepare minutes and reports which are to be shared and coordinated by the Steering Committee. The Steering Committee should coordinate the release of information so that the media and the congregations are informed of progress.

A good record keeping system will insure that information compiled during each phase of the study is available for analysis and use in later phases. Some of the information gathered in these early phases may be needed two or three years later. A responsible record keeping system should be established at an early date which can be turned over to the first school administrator. The accumulated date will become part of the school records. The following information should be maintained in this filing system: financial records of Steering Committee activities, lists of financial contributors and amounts given, address lists, enrollment data, questionnaires, minutes of meetings, correspondence, contracts and legal documents, congregational data, etc.

I. ASSIGNMENTS AND GUIDELINES FOR THE EXECUTIVE BOARD

A number of tasks on the Planning Chart listed under Organization Planning are marked with an asterisk. Each of these items calls for full Steering Committee action. It is recommended that the Executive Board of the Steering Committee assume responsibility for these items and bring recommendations to the Steering Committee for final action.

1. Survey Phase Assignments

At the conclusion of the Survey Phase, it is suggested that the Steering Committee convene a meeting of congregational representatives, pastors and principals. The purpose of this meeting is to report the findings of the Steering Committee during the Survey Phase and to make recommendations that urge the establishment of a school, or to report other conclusions reached by the Steering Committee.

As an aid in soliciting input from this group, a Response Form has been prepared for your use. It is included on page 8, Exhibit A. It will enable you to secure feedback from the representatives and pastors, prior to the time when specific resolutions are placed before them. This response form and the proposed meetings are a way of helping them to "own" the data and to be involved in the planning process. When each individual at the meeting has completed the first two columns on the form, "your personal feeling" and "your congregation's feelings", ask those in attendance from each congregation to huddle together, compare their answers and to complete the third column.

While only one meeting of the congregational representatives is called for in the Planning Chart, the Steering Committee may find it advantageous to convene them several times during the Survey Phase for the purpose of reporting and consultation. The Executive Board should assume responsibility for bringing information to the congregational representatives. They should bring all matters and recommendations which seem appropriate and helpful, although they are not listed on the Planning Chart.

The important act called for by the congregational representatives at the conclusion of the Survey Phase is to resolve their desire to move forward toward establishment of a new Lutheran high school. An affirmative answer to the following questions is needed before a resolution to proceed is placed before the congregational representatives:

GO or NO-GO Checklist	Yes	No	Not Certain
a. Is there a sufficient number of potential students?			
b. Is the attitude of potential students and their parents favorable toward a high school?			
c. Is the attitude of pastors, congregations and elementary schools favorable?			
d. Do congregational finances indicate sufficient strength to carry a significant part of the high school budget?			
e. Does it appear that an adequate first site will be available?			
f. Is there growing strength behind the movement toward a high school or was the interest in a school only a short-term reaction to local circumstances?			

If the answers to the preceding questions are favorable and are based on factual and objective data, the Steering Committee should place before the congregational representatives a resolution which requires their response to the following:

1 - To pledge congregational support for the September, 19__ to June 30, 19__, budget needs. This would be a cost of about $__.__ per communicant. This support would allow us to have an administrator on the scene in January, 19__.

2 - To encourage or authorize the Steering Committee to call an administrator.

3 - To participate in a student recruitment effort.

4 - To distribute information to all congregational members as provided by the Steering Committee.

5 - To invite a spokesman from the Steering Committee to present the Lutheran High story to the voters assembly.

6 - To publicize and promote future delegate meetings.

7 - To support the budget for the first year of operation, July 1, 19__, to June 30, 19__. Financial guideline suggests this would be about __% of congregation home purpose receipts.

8 - To review and approve the Bylaws as an acceptable document.

9 - To consider Association membership. Delegates from charter congregation members will select the first Board of Directors in February, 19__.

Congregational representatives will have another opportunity to reaffirm their resolution at the close of the Planning Phase. They should be reminded of this often because they are not being asked at this time to make a final decision.

2. Planning Phase Assignments

Assuming an affirmative vote by the congregational representatives at the close of the Survey Phase, the Steering Committee's first task is to develop a list of candidates for the administrator's position. The Executive Board should study the job descriptions (HO6) provided by the secondary school consultant and carefully determine the exact definition of the administrator's initial assignment and his exact role when school opens.

When the Steering Committee is confident that it is ready to select and call an administrator, it should proceed, in consultation with the District Office, to call the person it has selected.

When the Organization Planning Subcommittee has completed its final draft of the constitution and bylaws, the Steering Committee should assume responsibility for distribution of these documents to congregational leaders. They should provide for meetings of congregational leaders and pastors to seek their support and to solicit suggestions.

At the conclusion of the Planning Phase the Steering Committee should again review the GO or NO-GO Checklist on the previous page. If the answers to these questions are again affirmative, they should take the following steps:

a. Offer to all congregations a visit to their parish to discuss the constitution and the meaning of congregational membership in the High School Association.

b. Convene a community-wide meeting of all congregational leaders, in addition to congregational representatives, for the purpose of rallying support for the constitution and urging congregations to become members in the Association.

c. Convene the Association of Congregational Representatives to resolve to proceed with the establishment of a high school and to ratify the constitution and bylaws.

d. Elect a Board of Directors (School Board) which will have the authority to engage personnel and to make the contractual agreements needed to open the school.

Because the constitution and bylaws may not be ratified in a timely manner, a special method for appointing the first Board of Directors is suggested. At the meeting of congregational leaders, the Steering Committee should recommend for approval the appointment of four members from each congregation to participate in electing the first Board of Directors. This Board should be selected from a list of candidates to be prepared previously by a special nominating committee appointed by the Steering Committee.

Exhibit A

RESPONSE FORM

Your Lutheran High School Steering Committee has been involved in a careful feasibility study. Much data has been gathered and we have sought to share that data with you. We think it tells an interesting and encouraging story favoring a Lutheran High School for our area.

The Steering Committee would now like to ask your response to the following items. Your honest response will be appreciated. This questionnaire allows you and your congregation to respond favorably without binding yourselves permanently.

RESPONSE ITEMS (Please rate on a 1 to 5 scale - 5 indicates strong intent)	Your personal feeling	Your cong. feeling	Specific commitment for action from your congregation
1. To offer support for September, 19__, to June 30, 19__, (costs will be approximately $__ per communicant) so first administrator may be called to be on the scene Jan., 19__.			
2. To encourage and authorize the Steering Committee to call first administrator.			
3. To participate in a student recruitment effort.			
4. To distribute information to all congregational members as provided by the Steering Committee.			
5. To support the budget for first year of operation July 1, 19__, to June 30, 19__. (Financial guideline suggests __% of home purpose receipts.)			
6. To approve tentative Bylaws as an acceptable document for Association operation.			
7. To consider membership in Lutheran High School Association. (First Board of Directors for the Association will be elected by delegates from charter member congregations in Feb., 19__.)			

I am a _____ Pastor _____ Layman _____ Principal (Please check)
If a layman, do you hold a congregational leadership position? Yes No (circle)
If yes, what position do you hold? _____
Name of congregation _____

Thank you for your response to these items. Your cooperation is appreciated by your Steering Committee which seeks to provide a better ministry to our youth.

PART TWO — SUBCOMMITTEES

Experience in other communities indicates that tasks of the Steering Committee can logically be broken into five subcommittees. The subcommittees are:

A. Organization Planning Subcommittee

B. Enrollment Planning Subcommittee

C. Financial Planning Subcommittee

D. Site Planning Subcommittee

E. Instruction Planning Subcommittee

In order to facilitate the organization of subcommittees, a job description has been prepared for each group. The job description outlines the purpose and objectives, membership, and subcommittee assignments and guidelines.

Suggested membership on subcommittees varies from three to seven members, depending on the extent of their assignment. The Financial Planning Subcommittee, for example, has a recommended membership of five to seven members because of their numerous tasks.

In addition, resource people should be drawn into subcommittee activities to help with specific projects or to give advice on key issues. These individuals should be selected on the basis of their skills in a particular area and on their stature in the community. The involvement of these individuals in subcommittee activities will also serve to gain their input and commitment to the final recommendations and decisions.

Each subcommittee should select a chairman and secretary. These individuals should possess capabilities as follows:

Chairman:

1. should be interested in the assignment and has skills related to the specific tasks.
2. should be capable of organizing and planning.
3. should be a pace setter.

Secretary:

1. should maintain records and prepare minutes for each meeting, and insure that data gathered by the subcommittee is maintained in an orderly way for future use.
2. should communicate subcommittee activities and minutes to the Steering Committee.
3. should correspond for the subcommittee.

The following initial organizational activities are suggested to insure that each subcommittee begins its activities in an orderly manner:

1. Identify individuals to expand subcommittee membership to its full strength, and submit their names to the Steering Committee for approval.

2. Select the two officers of the subcommittee.

3. Review job descriptions and the Planning Chart to insure that subcommittee activities are clearly understood.

4. Seek approval of subcommittee objectives and activities from the Steering Committee.

5. List all of the activities to be undertaken by the subcommittee during Phases II and III.

6. Establish completion dates for each of these activities. Insure that completion dates are compatible with the overall timetable established by the Steering Committee for the project.

Each subcommittee is responsible for maintaining records and compiling data in an orderly way so that it can be used during later phases of the project. It is essential that records by maintained and that information be catalogued so that it can be used for making decisions at later dates.

SUBCOMMITTEE JOB DESCRIPTIONS

A. ORGANIZATION AND PLANNING SUBCOMMITTEE

This job description outlines the objectives of the subcommittee. It also lists subcommittee activities with suggestions for implementation.

1. Purpose and Objectives

   The overall objectives of this subcommittee are to propose an organizational structure, prepare a constitution and bylaws, and prepare for the calling of an administrator for the high school.

2. Primary Tasks during the Survey Phase

   a. Study organization structures of existing Lutheran high school associations and boards.

   b. List key elements of existing constitutions which you wish to incorporate.

   c. Provide a clear statement of the purpose of Lutheran secondary education. (See Document H01, pages 6-8).

   d. Prepare articles of incorporation at an early date so that the Steering Committee can engage in official activities.

   e. Draft bylaws for The High School Association.

3. Primary Tasks during the Planning Phase

   a. Develop a list of potential candidates for the position of high school administrator.

   b. Recommend selection of a candidate for approval by the Steering Committee.

Because of slight variations which exist in each community, your Steering Committee may wish to make changes, additions or deletions to the preceding objectives. Insure that you have a clear understanding of the objectives of the Steering Committee and that all additions or changes are identified at the outset of your assignment.

4. Membership on the Subcommittee

   The subcommittee should have 3 to 5 members. Individuals assigned to this subcommittee should be knowledgeable of how congregations in the community are organized. They should be sensitive to the relations which exist between the congregations. It will also be helpful to be aware of district policies that may affect congregations as they consider a Lutheran high school. This committee will find it particularly helpful if its members are skilled in facilitating decision making between parishes and are capable of encouraging joint parish participation. Because this group is responsible for several quasi-legal documents, it will be advisable to have an attorney as a committee member or available as a resource person.

5. Subcommittee Assignments and Guidelines

a. Resource Materials

Secure the resource materials which are available from The Synod's Education Office. Materials for your subcommittee include:

(1) Resources for Organization Planning (HO6)
- Part One - Association Constitution and Bylaws
- Part Two - Job Descriptions for High School Administrator
- Part Three - Guidelines for Setting Initial Policy

(2) Title IX Handbook

b. Articles of Incorporation (constitution)

Study the sample copy of the articles of incorporation (HO6). This sample copy contains all of the essential elements normally needed to incorporate. It should be taken to a local attorney to insure that it meets all legal requirements of the State. Application should be made to the State fairly soon so that the Steering Committee can transact official business and solicit gifts.

The congregations should understand that filing for corporate status does not commit them to starting a Lutheran high school. However, this is an important document because it will eventually provide basic guidelines for the high school association if the community decides to start a new school.

The Steering Commitee should have opportunities to review and provide input into an initial draft of the Articles of Incorporation. The Steering Committee should approve the Articles of Incorporation and submit them to the State. The Assembly of Congregational Representatives should be informed of the filing with the State and should receive a copy of the document.

It is suggested that the document be stated in general terms, but be sufficiently detailed so that it meets State requirements. It should not contain items which are better reserved for the bylaws. All items which are subject to change and revision during ensuing years should be in the bylaws, particularly if they are not required by the State in the Articles of Incorporation.

c. Bylaws

The Committee should study the sample materials contained in Document HO6. These samples include the elements most commonly used in Lutheran high school bylaws and elements most often recommended by Lutheran secondary school administrators. The samples suggest variations and options which a community may wish to consider. The bylaws for the Association should include:

(1) Statement of purpose.

(2) Membership of the association.

(3) Financial support responsibility of congregations.

(4) Duties of the Assembly of Congregational Delegates and the high school Board of Directors.

(5) Representation to the Delegate Assembly.

(6) Other bylaws stipulations viewed important by the Steering Committee

The purpose of bylaws is to provide adequate answers to basic questions of organization. However, bylaws should not be so detailed that they become burdensome. It is the responsibility of this subcommittee to insure that the bylaws meet the long range needs of the organization.

Also, a key to the development of these bylaws is the involvement of the Steering Committee and congregational representatives. Good will toward the potential high school can be created through participation of these individuals.

d. Policy

Develop a recommended policy concerning the high school administrator's job which contains the following elements: salary range, housing arrangements, transportation, length of contract, vacation policy, and benefit programs. Request Steering Committee approval of this policy prior to starting the search for a high school administrator. Review the sample materials in Document H06, Part Three - "Guidelines for Setting Initial Policy".

e. Candidates for High School Administrator

The following is a list of steps to be taken in selection of the high school administrator:

(1) Study the sample job description in Document H06, Part Two - "Job Description for High School Administrator".

(2) Determine the type of administrative functions which need to be performed. Some high schools have engaged an administrator for the association and others have engaged a principal for the high school. Materials in Document H06 describe the difference between these functions and the alternatives available to your community.

In preparing the job description, the committee should study carefully the stipulations of Title IX of the education amendments of 1972. Information is available in the Title IX Handbook.

(3) Obtain approval of a job description from the Steering Committee.

(4) Develop a list of prospective candidates using the resources using the resources of your District President, the secondary school consultant, District Education Executive, and The Synod's Education Office. Also request congregations in the area to submit names of potential candidates. (Procedures vary in the synods and in associations.)

(5) Screen the list of prospective candidates. Use the approved job description and a list of characteristics required for the new position as the criteria for screening applicants.

(6) Compile information on all potential candidates.

(7) With concurrence of the Steering Committee, plan interviews with the top candidates. Prior to interviewing candidates, insure that the Financial Planning Subcommittee and the Steering Committee have provided adequate financial resources to call this individual and guarantee his support for a period of time.

(8) Interview the prospective candidates.

(9) Bring the credentials of recommended candidates for calling to the Steering Committee for their selection and approval.

B. ENROLLMENT PLANNING SUBCOMMITTEE

This job description outlines the objectives of the subcommittee. It also lists subcommittee activities with suggestions for implementation.

1. Purpose and Objectives

The overall objectives of this subcommittee are to develop an enrollment projection, communicate the high school story, and recruit students.

2. Primary Tasks during the Survey Phase

   a. Develop an enrollment philosophy and policy.

   b. Assess the potential number of students who are available for high school enrollment.

   c. Assess the need for transportation and its availability.

   d. Plan and execute a comprehensive recruitment effort directed to all potential students, particularly Lutherans. Follow-up with a student response questionnaire.

   e. Survey all parents, seeking an initial expression of interest in enrollment of their children.

   f. Assess the number of students who may realistically attend during the first, second, and subsequent years. Develop a first-year projection. Communicate the projection and its rationale to the other subcommittees and to the Steering Committee in preparation for their report to the Assembly of Congregational Representatives.

3. Primary Tasks during the Planning Phase

   a. Develop a five-year enrollment projection.

   b. Conduct a communications program for potential students. Through a series of meetings and presentations, communicate the facts about the potential high school.

   c. Actively recruit students.

Because of variations which exist in each community, your Steering Committee may wish to make changes, additions, or deletions in the preceding objectives. Insure that you have a clear understanding of the objectives and that additions or changes are identified at the outset of your assignment.

4. Membership on the Subcommittee

   The subcommittee should have three to five members. Individuals assigned to this subcommittee must be capable of gathering information and making realistic assessments. They must also be able to accurately sense the attitudes of parents of prospective students. It would be helpful if some committee members were graduates of Lutheran high schools because they would be able to tell the high school story. It would also be helpful to have a Lutheran elementary school principal, parents of potential students, and one member who is capable of preparing and presenting materials.

5. Subcommittee Assignments and Guidelines

   a. Resource Materials

      Secure the resource materials which are available from The Synod's Education Office. The materials for your subcommittee should include:

      (1) Slide/Sound Presentation "Thanks, We Needed That,"-Document(H05)
      (2) Brochure - "Young People Say - Thanks, We Needed That,"-Document(H07A)
      (3) Brochure - "Parents Say - Thanks, We Needed That,"-Document(H07B)
      (4) Brochure - "The Community Says - Thanks, We Needed That,"-Document(H07C)
      (5) Resources For Enrollment Planning-Document(H08)
          Part One - Enrollment Projections/Recruitment Strategies
          Part Two - Transportation Strategies
      (6) IRS Revenue Procedure 75-50, r.e. Racial Non-Discrimination

b. Enrollment Policy

Develop an enrollment policy using the materials in Document H08 as a guideline. This comprehensive sample provides guidelines for your consideration in developing a policy which fits your local needs. Your first important step is to determine the priorities of enrollment for your school. The remaining steps in this job description are predicated on the assumption that your primary recruitment target will be Lutheran students from churches which are members of the Lutheran High School Association.

Develop an enrollment policy which is responsive to the needs and objectives of your community. Submit this policy to the Steering Committee for their sugges - tions and approval.

Discuss which grades will be offered during the first year, second year, and subsequent years. Will the school open for freshmen only, freshmen and sophomores, or other options? A decision on this matter is needed at an early date. Also, develop a plan for moving toward a full four-year program.

c. Non-Discrimination Policy

The Internal Revenue Service has issued Revenue Procedure 75-50 which sets forth a number of requirements which must be met by private schools in order to establish that they have racially non-discriminatory policies for students. Your Steering Committee should pass a resolution adopting the following policy:

"(Name of School) admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs."

If you issue any brochures, handbooks, or catalogues dealing with student admissions, programs, and scholarships, you should arrange for inclusion in such brochures, handbooks, and catalogues the policy statement set forth above. You are encouraged to order the entire document from the Synod's Education Office to obtain the full list of requirements for compliance.

d. Survey potential students

Prepare a form to be sent to all potential congregations which solicits the number of available children currently enrolled in each grade, kindergarten through eighth grade. The purpose of this step is to determine the potential number of students available for the high school. A comprehensive recruitment plan is available in Document H08 which contains information needed to develop this questionnaire and to prepare all other aspects of the enrollment projection.

This document provides suggestions which will help you:

(1) Gather accurate statistics for preparing an enrollment estimate.

(2) Develop a procedure for refining the potential enrollment estimate of a bonafide registration at least six months prior to opening of school.

(3) Develop lists of names and suggest ways of contacting people to tell the Lutheran high school story.

(4) Contact students and lead them to register for the high school.

e. Enrollment projection

Use the program provided in Document H08 to solicit and compile information to develop a realistic first-year enrollment projection. The work of this subcommittee is critical at this point. Avoid being too optimistic or too pessimistic; this could be fatal to the project. The finance planning subcommittee is especially

dependent on your enrollment projections to help them estimate the first-year operating budget. It is important that your activities be more than a manipulation of numbers. There must be enough contact with parents and input from them to assure their commitment to the high school before firm enrollment projections can be made.

f. Transportation

At an early stage, obtain all available information about transportation for students. Your local public school district should be willing to provide some information about their transportation program. Also review the availability of public transportation and existing bus routes for the elementary schools. The availability of adequate transportation can affect potential enrollment of the school and will also have a bearing on where the new school should be located. Availability of transportation is a very key factor in enrollment and can have a major impact on the future of the school. Document H08 "Part Two - Transportation Strategies" is designed to assist you in developing your transportation plan.

g. Five-year enrollment projection

Not only should first-year enrollment be projected, but a responsible projection should also be made for the next five years. The data obtained from congregations will provide basic information for making this projection. It is also suggested that you rely heavily on advice of the secondary school consultant to insure that your estimates are realistic. Refer to Document H08 - Part One for assistance.

h. Recruiting program

You will probably be called upon to give presentations describing the objectives and benefits of the proposed high school. Use the available sound/slide presentation and brochures from The Synod's Education Office. Look for opportunities to speak to parents and students, particularly during Phase III of the program. Parents need accurate information about the school before they can express interest in it. You will need an expression of parents' interest and commitment before your enrollment projections can be solidified. In other words, communications and recruitment must precede development of your projection.

All of what you do is very basic to the recruiting program. You must be positive, and speak accurately about what the high school can do for students. Avoid making promises about the school which cannot be fulfilled in the first year or subsequent years. You must also emphasize the Christian objectives and program of the school so that parents know that the school is to have a distinctly Christian curriculum and atmosphere.

C. FINANCIAL PLANNING SUBCOMMITTEE

This job description outlines the objectives of the subcommittee. It also lists subcommittee activities with suggestions for implementation.

1. Purpose and Objectives

The primary objectives of this subcommittee are to secure financial data, prepare budgets, develop a funding plan and secure funds.

2. Primary Tasks during the Survey Phase

a. Establish a checking account and banking relationships for the potential high school.

b. Prepare a budget for the Steering Committee to cover all costs during the Survey and Planning Phases. Also secure funds for supporting this budget.

c. Study how other Lutheran high schools are funded. On the basis of this study, make an initial assessment of the fund raising potential for a Lutheran high school in your community.

d. Secure and analyze financial data of congregations to determine potential congregational support for a Lutheran high school.

e. Study current tuition costs in other Lutheran high schools and assess the ability of your community to pay these rates.

f. Determine an initial policy with respect to funding the proposed high school. The policy should identify the amount of funding which would come from tuition, congregations and other sources.

3. Primary Tasks during the Planning Phase

a. Obtain budget projections from the Site Planning and the Instruction Planning Subcommittees. These projections should include the first-year operating budget and all costs to be incurred prior to the opening of school.

b. Draft a preliminary first-year operating and capital expenditures budget for the total operation.

c. Develop a plan for funding the initial commitments made by the Steering Committee such as the administrator's salary and fringe benefits and rental or improvements of the initial site for the high school.

d. Develop a comprehensive cash flow projection and plan to cover capital needs, exploration costs and first-year operation costs. The cash flow projection will indicate when money is needed to pay for expenses.

e. Project a tuition rate which can be communicated at an early date to prospective students.

f. Propose a specific congregational support system for the high school. Develop a formula for distribution of the dollars between the congregations and calculate the amounts required for supporting the first year and subsequent years.

Because of slight variations which exist in each community, your Steering Committee may wish to make changes, additions, or deletions in the preceding objectives. Insure that you have a clear understanding of the objectives of your subcommittee at the outset of the assignment.

4. Membership on the Subcommittee

The subcommittee should have five to seven members. Membership should include an educator who is familiar with the funding practices of schools and who is familiar with school costs. The committee should also include financial people who are capable of preparing financial projections and cash flow statements. These individuals should also have knowledge of the financial situation in local congregations. It is important that committee members are respected in the community for their financial knowledge and capabilities. Committee members should also have some prior fund raising experience and be able to secure individual contributions or financial support from congregations during the initial Phases of the program.

5. Subcommittee Assignments and Guidelines

The financial feasibility of the high school will significantly influence the decision of your community to start a school. Costs will be a primary consideration for congregations as well as parents who must pay the tuition. Consequently, the planning of this committee must be very thorough and realistic. Failure to anticipate major cost areas will eventually jeopardize the project.

a. Resource Materials

Many of your tasks will be made easier by the documents provided from The Synod's Education Office. These documents have been prepared specifically for Lutheran high schools and should be carefully reviewed. The documents available for your committee's activities include the following:

(1) Resources for Financial Planning: Document(H09)
Part One - How Lutheran High Schools Are Funded
Part Two - Budgeting and Funding the Exploration, Survey, Planning and Implementation Phases
Part Three - Strategies for Funding the First Year

(2) Maintaining Fiscal Responsibility: Document(H10)
Part One - Accounting
Part Two - Budgeting
Part Three - Five Year Budget Projections

(3) Annual Statistical Reports on Secondary Education

b. Preliminary Budgets

When drafting preliminary budgets, information should be obtained from the other subcommittees. They should be asked to prepare preliminary budgets for their initial activities and also for the first year of high school operation in their respective areas. The financial subcommittee is responsible for reviewing these materials and for preparing a composite budget. The secondary school consultant will be helpful in preparing these materials; Documents H09 and H10 also provide guidelines in this area.

c. Enrollment Data

Preparation of the first-year budget must be based on the enrollment projection. The projected cost-per-pupil in this first year and subsequent years is an important consideration. Information about the average cost-per-pupil in other Lutheran high schools can be obtained from the consultant and the Annual Statistical Report on Secondary Education.

d. Capital Expenditures

If capital expenditures are required early in the program, it must be decided if these will be part of the school budget or are to be financed in another way.

e. Initial Funding Sources

Money must be secured to finance the initial budget of each subcommittee. The AAL Branch Support Program has helped some communities finance part of the preliminary budget. It may also be necessary to propose an initial assessment of congregations to finance Steering Committee activities. Some communities have also been successful in soliciting donations from interested people.

Several of the subcommittees cannot proceed until money is available to finance their program. The finance subcommittee must move with haste to insure that planning activities are not being restricted.

f. Tuition Rate

When developing a projected tuition rate, the subcommittee should study Lutheran high school statistics and review tuition rates in communities similar to yours to give you a planning estimate. Also study tuition rates charged by other parochial high schools in your community. However, tuition rates must eventually be determined based on actual cost estimates for your school.

Tuition, fees and other billable charges, unlike contributions to the high school, are not deductible according to present IRS rules.

g. Communications

Pastors and congregational leaders should be fully informed of your activities. They will be very interested in the budget projections, and full disclosure of information is very important to them.

h. Accounting

The chart of accounts, formats for financial statements, and budget suggestions presented in Document H1O should be used in preparation of all preliminary fiscal budgets. Use of these materials will help assure that budgets are comprehensive and realistic. The budget format established by the chart of accounts will provide a consistent basis for reporting throughout the planning and the operating phases of the high school.

i. Sources of Revenue

At the conclusion of the Planning Phase, congregations will be asked to ratify a constitution and make a GO or NO-GO decision about the high school. The Steering Committee should submit the program of financial support that is implied in ratification. Prior to the meeting of the Assembly of Congregational Representatives, the finance subcommittee must supply the Steering Committee with a proposed program for funding each phase of the school operation.

D. SITE PLANNING SUBCOMMITTEE

This job description outlines the objectives of the subcommittee. It also lists subcommittee activities and suggestions for implementation.

1. Purpose and Objectives

The objectives of this subcommittee are to identify and recommend potential sites for the high school and to present budgets for the preparation of each feasible site.

2. Primary Tasks during the Survey Phase

a. Identify all available sites where the potential Lutheran high school could operate during initial years.

b. Initiate a quiet study for all potential permanent sites for a high school.

c. Establish minimum criteria to be used in selecting a site. For example, number of rooms, recreational facilities, etc.

3. Primary Tasks during the Planning Phase

a. Develop a tentative cost estimate for each prospective site. The estimate should include costs of repairing and equipping the site and also maintaining the facility in future years.

b. Recommend alternative sites to the Steering Committee with the tentative budget for each.

Because of differing needs in each community, the Steering Committee may wish to make changes, additions or deletions in the preceding objectives. Insure that you have a clear understanding of the objectives and that all additions or changes are identified at the outset of your assignment.

4. Membership on the Subcommittee

The subcommittee should have three to five members. Committee members should be aware of real estate activities in the community, or have contact with someone possessing real estate skills. Members should also be aware of what is happening in the public education sector and possible availability of space in other schools in the community. At least one committee member should be an educator who is familiar with facilities requirements of a high school.

5. Subcommittee Assignments and Guidelines

a. Resource Materials

The following resource materials are available from The Synod's Education Office:

- Resources for Site and Facility Selection - Document(H11)

b. Maintain a low profile as you search for facilities, particularly during the Survey Phase. The search should be thorough, but there is little to be gained by too much publicity and fanfare.

c. The facility selected for the first several years of operation will probably not be the permanent site of the high school. The initial site should meet the projected school needs for up to five years, unless other alternatives for a permanent site are known to be available earlier.

d. Document H11 provides criteria and checklists for selecting a facility. The criteria and guidelines developed for your community in selecting a site should be documented and communicated to the other subcommittees. Carefully prepared criteria are critical to conducting an orderly search, and will aid in avoiding costly mistakes.

e. During the Planning Phase, your subcommittee should obtain the facilities criteria developed by the Instruction Planning Subcommittee. Their educational program plans can help establish the criteria which will be used to judge the adequacy of various facilities.

Also rely on the Enrollment Planning Subcommittee to provide an enrollment projection. The enrollment subcommittee should prepare a five-year projection which will aid in determining the long range needs for the facility.

The Financial Planning Subcommittee will need budget projections for all potential sites.

Potential facilities can be identified by contacting the public school system, elementary schools and churches in the community. Consider the possibility of utilizing portable classrooms during the first several years. A larger building may have to be sought later when enrollment in the Lutheran high school increases to warrant the larger facility.

f. Your cost estimate for renovating and equipping each facility should be quite accurate. Congregations will make a GO or NO-GO decision based on the total cost involved in this project. Faulty cost estimates could jeopardize the entire project. In this regard, it is suggested that qualified individuals be utilized in making these estimates so that all necessary expenditures are included. Seeking ways to secure, renovate and equip a facility at the lowest possible cost will be one of your principal challenges.

g. At the conclusion of the Planning Phase, the Steering Committee will make a presentation and recommendations to the Assembly of Congregational Representatives. Your committee should provide specific recommendations and budgets prior to that meeting. Congregational representatives will be more favorably inclined toward a high school if they know that facilities are available at reasonable costs.

E. INSTRUCTION PLANNING SUBCOMMITTEE

This job description outlines the objectives of the subcommittee. It also lists subcommittee activities with suggestions for implementation.

1. Purpose and Objectives

The objectives of this subcommittee are to develop a preliminary curriculum and program for the school, prepare related budget projections, and to identify staff needs and candidates.

2. Primary Tasks during the Survey Phase

   a. Prepare a statement of the philosophy of curriculum development for the school.

   b. Develop a list of curricular, extracurricular and worship activities which will meet the instructional objectives of the school.

3. Primary Tasks during the Planning Phase

   a. Prepare a brochure for potential students describing the instructional program.

   b. Develop staffing policies, procedures and criteria for staff selection.

   c. Project the first-year staff needs of the school.

   d. Provide a preliminary cost estimate of needed equipment and supplies.

   e. Secure a list of available candidates for teaching positions.

Your Steering Committee may wish to make changes, additions or deletions in the preceding objectives. Insure that you have a clear understanding of your objectives at the outset of this assignment.

4. Membership of the Subcommittee

   The subcommittee should have three to five members. These members could include a pastor, elementary school educator, high school educator, high school student and parents. Committee members must be capable of articulating the Christian dimension of the educational program. At least several committee members must have experience in developing school curriculum and instructional materials.

5. Subcommittee Assignments and Guidelines

   a. Resources Available

      The following resource documents are available from The Synod's Education Office:

      (1) Resources for Instruction Planning: Document(H12)
          Part One - Dynamics of Curriculum Development
          Part Two - Guidelines for Establishing Salary Schedules
                   - Staff Recruitment and Selection Procedure
                   - Sample Call and Contract Document

      (2) Title IX Handbook

   b. Secure documents from the State Office of Education outlining minimum requirements of the high school program. Study these documents to insure that the proposed high school program does not violate State law and that it meets all minimum requirements.

   c. Obtain and read existing literature in the fields of secondary education. Seek information which will aid in planning a comprehensive and sound program. Read available materials about Lutheran high schools to gain understanding of the distinctiveness and uniqueness of the Lutheran high school program. Dare to establish a school which is distinctly different from the public school system.

   d. Secure input from the community through a questionnaire to determine the type of school needed for their children. Be open to suggestions and also seek input from elementary school principals and teachers. Confer with them about the curriculum in their schools and the interface of the elementary program with the proposed high school curriculum.

   e. Utilize services of the secondary school consultant who can provide sample course listings, scheduling approaches, extra-curricular activities, etc. He can also provide information about other Lutheran high schools and some of their unique programs.

f. Refer to the bylaws which contain a statement of the Christian philosophy and purpose of your high school, as approved by the Assembly of Congregational Representatives. Seek input from interested and qualified individuals. Develop a curriculum philosophy which congregations can enthusiastically support.

g. Identify an instructional program which is economically feasible during the first several years of operation. Economic feasibility must be balanced by the need for a good curriculum which will be attractive to potential students.

h. Prepare a brochure during the Planning Phase which describes the instructional program. Give these materials to the Enrollment Planning Subcommittee to be utilized in their public relations and recruitment efforts.

i. Determine staffing policies and the procedures and criteria for staff selection which establish a sound precedent for the future operations of the school. The staffing criteria should be consistent with the philosophy and objectives of the school.

j. Secure a list of available teachers. Teachers must be qualified to teach their subjects and must be in agreement with the Lutheran high school philosophy. Calling of staff is critical because the qualifications and philosophies of staff members will say much about the school and its program.

k. Develop a staffing projection for the first year based on input from the enrollment subcommittee. As the enrollment subcommittee revise their projection, be prepared to revise your staff projection. Because staff salaries comprise a major portion of the school budget, this projection must be reasonably accurate in order to prepare a valid operational budget.

l. Draft a preliminary budget for the entire instructional program for the Financial Planning Subcommittee. In order to prepare this budget you will need the following:

    (1) Projected number of teaching staff.
    (2) Projected number of paraprofessionals or other auxiliary staff.
    (3) Projected salary schedules.
    (4) Projected need for instructional equipment, classroom supplies, and other materials.

    As the budget is modified at various planning stages, revision should be submitted to the Financial Planning Subcommittee.

Instructions for Ordering Resources for

PLANNING FOR LUTHERAN HIGH SCHOOLS

Order materials from either of the following Synodical Education Offices:

Board of Parish Education
The Wisconsin Evangelical Lutheran Synod
3614 West North Avenue
Milwaukee, WI 53208

Board of Parish Education
The Lutheran Church-Missouri Synod
3558 So. Jefferson Avenue
St. Louis, MO 63118

Prices are as quoted plus postage. Make checks payable to: Board of Parish Education. Several documents refer to helpful supplementary materials which were not designed specifically for this project. They are not listed below but may also be ordered from the respective synodical office.

H01 GUIDELINES FOR GETTING STARTED . . . . . ~~.50~~ .75

The seven beginning steps of the Exploration Phase (I) with resources.

H02 PLANNING CHART 25

Master outline of basic committee activities and materials for all six Phases.

H03 STEERING COMMITTEE HANDBOOK . . . . . ~~.50~~ .75

Guidelines for the Survey Phase (II) and the Planning Phase (III).

H04 BOARD OF DIRECTORS HANDBOOK 50

Guidelines for the Implementation Phase (IV) and the Operating Phases (V, VI).

H05 "THANKS, WE NEED THAT" - SLIDE/SOUND PRESENTATION $35.00

18 minute visual/oral two slide projectors/cassette player presentation of the values of Lutheran secondary education: 210 color slides, cassette recording, printed script, discussion suggestions, and options for adding local slides and accompanying script.

H06 RESOURCES FOR ORGANIZATION PLANNING . . . . . ~~.50~~ .75

Constitution, bylaws, administrator's job description, and policy guidelines.

H07 "THANKS, WE NEEDED THAT" - BROCHURES . . . . . $1.50 per 100

Series of 3 promotional brochures for mailings, bulletin inserts, and meetings.

H07A "Young People Say - Thanks, We Needed That"

H07B "Parents Say - Thanks, We Needed That"

H07C "The Community Says - Thanks, We Needed That"

H08 RESOURCES FOR ENROLLMENT PLANNING . . . . . ~~.50~~ .75

Strategies for recruitment, enrollment projections, and transportation.

H09 RESOURCES FOR FINANCIAL PLANNING . . . . . ~~.50~~ .75

Funding the feasibility study phases, the first year, and continuing years.

H10 MAINTAINING FISCAL RESPONSIBILITY . . . . . ~~$1.00~~ 1.25

Suggestions and forms for accounting, budgeting, and five-year projections.

H11 RESOURCES FOR SITE AND FACILITY SELECTION 50

H12 RESOURCES FOR INSTRUCTION PLANNING 50

Curriculum development, staffing, and compensation guidelines.

The most effective agencies available to the Church for equipping God's people for ministry are the Lutheran elementary and secondary schools.